

**UNIT 1 The Information Age**  
**Commentary on Assessment of James**

**PLEASE NOTE THE COMMENTS ON THE WEB SITE ARE THOSE OF THE ASSESSOR**

<b>Assessment criteria – Unit 1: The Information Age – part a)</b>				
<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark awarded</b>	<b>Comments by assessor</b>
<p>The learner:</p> <ul style="list-style-type: none"> <li>uses the internet to find <b>some</b> relevant information about different types of online services, but needs <b>extensive</b> prompting</li> <li>gives a <b>brief</b> description of at least five different types of online service</li> <li>makes <b>some evaluative comments</b> about each of the online services described , but <b>not sufficient to give a clear picture</b> of the current scope and limitations of the internet as a whole.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>uses the internet to find a <b>range</b> of relevant information about different types of online services, needing only <b>limited</b> prompting</li> <li>gives a <b>detailed</b> description — supported by <b>examples</b> — of at least five different types of online service</li> <li>makes <b>some relevant evaluative comments</b> about each of the online services described and gives an <b>indication</b> of the current scope and limitations of the internet as a whole.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>uses the internet to find a <b>wide range</b> of relevant information about different types of online services, <b>independently</b></li> <li>gives a <b>comprehensive</b> description — supported by a <b>range of well chosen examples</b> — of at least five different types of online service</li> <li>provides a <b>considered evaluation</b> of each of the online services described and gives a <b>clear and balanced picture</b> of the current scope and limitations of the internet as a whole.</li> </ul>		
<b>(0 — 5)</b>	<b>(6 — 8)</b>	<b>(9 — 11)</b>	<b>4</b>	

**Principal Examiner comment -**

**Mark Band 1**

James has listed 5 online services on his home page.

Online shopping - he makes some brief comments which includes some comments on advantages and disadvantages. (bullet point Commerce)

Email and video conferencing – this evidence gives a description and evaluative comments (bullet point Communication)

E-learning - this evidence is very brief and only just addresses the 3 bullet points but a learner working at this level would be expected to provide more evidence (bullet point Education)

E-government – again this evidence is relevant but very brief (bullet point Government)

Entertainment – this evidence addresses the 3 bullet points (bullet point Entertainment)

The learner has just addressed the 3 bullets points which means that he is in the mark band. However, he has not drawn any general conclusions about the current scope of the limitations of the internet as a whole and so is unable to access full marks.

It should be pointed out that the Learner has referred the reader to outside links for further information. This is not good practice as it is very unlikely that these links will be working in 100 years' time. The learner can use the links for bibliographic purposes. If the links are needed for the reader of the ebook, then an extract could be included in the ebook such as a downloaded page, quote etc.

The learner has provided a list of sources for each section in the eportfolio.

**Mark Band 2''**

The Learner has referred to a range of websites, has used a clip of a Video Conferencing facility at Stuttgart university, referred to statistics from Warwickshire County Council (the source for this is given in the bibliography). This gives 3 different sorts of information which does not fully address the first bullet point.

The descriptions for the 5 services are not detailed so the second bullet point is not addressed.

**Mark Bank 3**

The evidence does not address this mark band.

Assessment criteria – Unit 1: The Information Age – part b)				
Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
<p>The learner:</p> <ul style="list-style-type: none"> <li>uses a <b>limited</b> range of sources to gather some relevant information about how ICT affects different aspects of people's lives, but needs <b>extensive</b> prompting.</li> <li>gives a <b>brief</b> description of how ICT is affecting at least five different aspects of people's lives.</li> <li>Identifies some benefits and drawbacks, but <b>not sufficient to give a clear picture</b> of life overall in the Information Age.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>uses a <b>range</b> of sources to gather the relevant information, needing only limited prompting.</li> <li>gives a <b>detailed</b> description — supported by <b>examples</b> — of how ICT is affecting at least five different aspects of people's lives.</li> <li><b>describes</b> some benefits and drawbacks, giving <b>an indication</b> of life overall in the Information Age.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>uses a <b>wide range</b> of sources to gather relevant information, <b>independently</b></li> <li>gives a <b>comprehensive</b> description — supported by a <b>range of well chosen examples</b> — of how ICT is affecting at least five different aspects of people's live.</li> <li><b>analyses</b> the benefits and drawbacks, giving a <b>clear and balanced</b> picture of life overall in the Information Age.</li> </ul>		
(0 — 5)	(6 — 8)	(9 — 11)	3	

**Principal Examiner comment –**

***Mark Band 1***

The learner needs to have described how ICT has affected 5 different aspects of people's lives personal and needs to relate this to the social and professional aspects. There are headings for 5 on the home page.

Entertainment and Leisure -

Working styles

Decision making

Special needs (note, although this is not listed under 1.3 on page 11 of the specification, it is a topic of sufficient weight that might be included) However, in this case the learner has labelled the link incorrectly and it is, in fact, Crime.

Legislation

The first bullet point requires a limited range of sources. There is a reference to e-skills in Working Styles, the Video Conferencing link is used although the context is Education and not Working Styles where it is being used in this section; there is a reference to a web site in Decision Making and references to legislative acts in Legislation. There are some comments quoted on the e-mail page which would imply that the learner interviewed the two people illustrated. The learner has provided a list of sources for each section in the eportfolio. This bullet point is covered.

There is a brief description for Entertainment and Leisure, Working Styles, Decision Making and there is a benefit and drawback for each. Crime is not addressed sufficiently. Legislation has just addressed the bullet points.

Overall the evidence is very brief and Crime does not give sufficient evidence to cover the bullet points. As 5 aspects have been given, the learner qualifies for some marks in this mark band but there is insufficient evidence to gain all the marks.

The learner has provided a list of sources for each section in the eportfolio.

***Mark Band 2***

The learner has used a range of sources. However, the evidence is not detailed and the last 2 bullet points are not addressed.

***Mark Band 3***

The learner has not addressed this mark band.

Assessment criteria – Unit 1: The Information Age – part c)				
Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
<p>The learner:</p> <ul style="list-style-type: none"> <li>gives a <b>brief</b> description of: <ul style="list-style-type: none"> <li>at least three factors contributing to the digital divide</li> <li>some of the measures being taken to bridge the gap</li> </ul> </li> <li>makes <b>some evaluative comments</b> about the impact/extent of the digital divide, but <b>not sufficient to give a clear picture</b> of the current situation.</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>gives a <b>detailed</b> description — supported by <b>examples</b> — of: <ul style="list-style-type: none"> <li>at least three factors contributing to the digital divide</li> <li>some of the measures being taken to bridge the gap</li> </ul> </li> <li>makes <b>some relevant evaluative comments</b> about the impact/extent of the digital divide which give an <b>indication</b> of the current situation.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>gives a <b>detailed</b> description — supported by a <b>range of well-chosen examples</b> (both global and local) — of: <ul style="list-style-type: none"> <li>at least three factors contributing to the digital divide</li> <li>some of the measures being taken to bridge the gap</li> </ul> </li> <li>provides a <b>considered assessment</b> of the impact/extent of the digital divide, giving a clear picture of the current situation <b>both globally and locally</b>.</li> </ul>		
<b>(0 — 4)</b>	<b>(5 — 6)</b>	<b>(7 — 8)</b>	<b>3</b>	

**Principal Examiner comment –  
Mark Band 1**

The learner has mentioned reasons for the digital divide in the section on the UK and has made some brief comments on 3 and there is a comment on one more in the Global section and some comments are made on measures to bridge the gap in the UK and another in the Global section. The first bullet point is addressed.

The learner has made little attempt to make evaluative comments in this section and so there is insufficient evidence to award full marks in this mark band.

**Mark Band 2**

The learner has not described in detail the 3 factors although some examples are given. There is insufficient evidence of evaluative comments. This mark band has not been addressed.

**Mark Band 3**

The evidence does not reflect a candidate working at this mark band.

**Assessment criteria – Unit 1: The Information Age – part d)**

Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
<p>The e-book:</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> application of multimedia design principles for on-screen publications</li> <li>shows <b>limited</b> awareness of audience and purpose.</li> </ul> <p>Whilst working on the e-book the learner adheres to relevant standard ways of working, but needs <b>frequent</b> prompting.</p>	<p>The e-book:</p> <ul style="list-style-type: none"> <li>demonstrates <b>sound</b> application of multimedia design principles for on-screen publications</li> <li>shows <b>some</b> awareness of audience and purpose.</li> </ul> <p>Whilst working on the e-book, the learner adheres to relevant standard ways of working, with only <b>occasional</b> prompting.</p>	<p>The e-book:</p> <ul style="list-style-type: none"> <li>demonstrates <b>sophisticated</b> application of multimedia design principles for on-screen publications</li> <li>shows <b>full</b> awareness of audience and purpose.</li> </ul> <p>Whilst working on the e-book the learner adheres to relevant standard ways of working, <b>independently</b>.</p>		

(0 — 9)	(10 — 13)	(14 — 17)	7
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Principal Examiner comment –

**Mark Band 1**  
The learner has produced the ebook in Dreamweaver. The Home Page gives links to the different sections. Note that the Special Link should read Crime. The links work. Some of the links are dead ends and the user needs to click on the back button to return. Some of the pages have a index link which enables the user to return to the beginning. The learner did make an attempt on some of the pages to allow the user to click on the next page as a book (eg email). The Video Conferencing page allows the user to go forward to the next page or return to the index page which is good practice. Overall the pages can be viewed on screen easily. It is difficult to comment on the amount on each page as the learner has been very sparse with the evidence in his ebook. As has been mentioned, the learner has referred the reader to outside links for further information. This is not good practice as it is very unlikely that these links will be working in 100 years' time  
The learner has not achieved full marks in this band as there is no real introduction to the ebook explaining to the readers in the future what it is all about.

**Mark Band 2**  
The learner has shown shown awareness of on-screen publications but has not been consistent throughout the ebook. There is insufficient evidence relating to awareness of the future audience.  
This mark band is not addressed.

**Mark Band 3**  
It should be noted that learners need to address accessibility issues if they are to address this mark band. This learner does not appear to have done this although has briefly referred to this in his evaluation. He has not covered the last paragraph in the assessment guidance for this mark band as shown on p24 of the specification.

**Assessment criteria – Unit 1: The Information Age – part e)**

Mark Band 1	Mark Band 2	Mark Band 3	Mark awarded	Comments
<p>In creating the e-book, the learner</p> <ul style="list-style-type: none"> <li>• selects and uses some suitable ready-made multimedia components, although not always appropriately</li> <li>• creates and uses some suitable original multimedia components, although not always appropriately</li> <li>• selects and uses software tools, although not always appropriately</li> </ul>	<p>In creating the e-book, the learner:</p> <ul style="list-style-type: none"> <li>• selects and uses <b>suitable</b> ready-made multimedia components <b>appropriately</b></li> <li>• creates and uses <b>suitable</b> original multimedia components <b>appropriately</b></li> <li>• selects and uses software tools <b>appropriately</b></li> <li>• carries out <b>adequate</b></li> </ul>	<p>In creating the e-book, the learner</p> <ul style="list-style-type: none"> <li>• selects and uses a <b>range of suitable</b> ready-made multimedia components <b>effectively</b></li> <li>• creates and uses a <b>range of suitable</b> original multimedia components <b>effectively</b></li> <li>• selects and uses appropriate software tools <b>competently</b></li> <li>• carries out <b>extensive</b> testing and quality control of the e-</li> </ul>		

<ul style="list-style-type: none"> <li>carries out <b>some limited</b> testing and quality control, but not sufficient to guarantee that it <b>functions correctly</b>.</li> </ul>	testing and quality control of the e-book to ensure that it <b>functions correctly</b> .	book to ensure that it <b>functions correctly</b> and is <b>fully fit for purpose</b> .		
<b>(0 — 5)</b>	<b>(6 — 8)</b>	<b>(9 — 10)</b>	<b>4</b>	

Principal Examiner comment –

**Mark Band 1**

The learner has used some ready-made multimedia components, ie the home page has a gif, a downloaded photograph for video-conferencing, the digital divide UK section has a chart but there are very few uses of multimedia. This bullet point is just addressed.

It would seem that the learner has used a digital camera or scanner to include photographs of the people in the email section. The benefit of the doubt has been applied.

The ebook has been created using appropriate software tools.

Although explicit testing is not required, it is obvious the learner has not undertaken proper testing as the ebook has an incorrectly labelled link and does not function correctly as there are dead ends within the book. The learner has covered testing in his evaluation. There is a very limited use of multimedia within the ebook and the original aspects is not clear. There is insufficient evidence to award full marks in this mark band.

**Mark Band 2**

The ebook does not function correctly in all anticipated circumstances.

This mark band is not addressed.

**Mark Band 3**

To address this mark band, the learner would have needed to have used a range of suitable ready-made and original components as listed in the assessment guidance on page 24 of the specification

There are several aspects that have been commented on already that show the ebook has not been tested for functionality.

**Assessment criteria – Unit 1: The Information Age – part f)**

<b>Mark Band 1</b>	<b>Mark Band 2</b>	<b>Mark Band 3</b>	<b>Mark awarded</b>	<b>Comments</b>
The learner makes <b>some</b> relevant evaluative comments about key features of: <ul style="list-style-type: none"> <li>the e-book</li> <li>their own performance.</li> </ul>	The learner makes <b>some relevant</b> evaluative comments about key features of: <ul style="list-style-type: none"> <li>the e-book</li> <li>their own performance,</li> </ul> <b>incorporating feedback</b> from others.	The learner <b>evaluates</b> key features of: <ul style="list-style-type: none"> <li>the e-book</li> <li>their own performance,</li> </ul> <b>incorporating feedback</b> from others and <b>suggesting at least one sensible improvement</b> .		

(0 – 1)	(2)	(3 – 4)	<b>2</b>
<b>Total marks</b>			<b>23/60</b>
<p>Principal Examiner comment –</p> <p><b>Mark Band 1</b> The learner has provided an evaluation in his eportfolio. This does make evaluative comments about the ebook and his own performance. This mark band is addressed.</p> <p><b>Mark Band 2</b> The evaluation does include comments on key features of the ebook. The comments on own performance are brief and only just enough. Reference to feedback from others is also included although this evidence is very weak. This mark band is addressed.</p> <p><b>Mark Band 3</b> The learner does not incorporate sufficient feedback from others in the evaluation. The evaluation of his own performance is not detailed enough to demonstrate a learner working at mark band 3. This mark band is not addressed.</p> <p><b>Overall Comment –</b> Although the results of this unit are to be determined at Awarding, it is unlikely that this portfolio would reach an E grade. The learner has not shown sufficient depth of research to demonstrate a learner working at AS. The ebook has potential but insufficient thought has been given to the scenario and how the ebook addresses this. Although the multimedia content does not have to demonstrate great skills, there is very little multimedia content. Assessors may like to look at the ICT skills listed on p15 for this unit and compare the progression required for Unit 10. This will help to ensure that the relevant allocation of time is given to the multimedia aspects required for unit 1.</p>			